

The Arizona Move On When Ready Initiative

The 2011 Arizona Dropout Prevention Conference

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The Arizona Move On When Ready Initiative – The Big Picture



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Target: Prepare All Students For College and Careers

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Current Reality:

- 62% of jobs will require college education by 2018, and more than half of those will require at least a bachelor's degree. ¹
- Nationally, only 75% of high school freshmen graduate with a diploma in four years. Half of all minority students never graduate from high school. ²
- 42% of students who start college aren't ready for credit bearing college level work. ³
- Only 31% of Arizona's young adults (ages 25-34) have a college degree – associate's degree or higher. ⁴

In Arizona, for every **100** children in ninth grade; **68** graduate from high school four years later; **19** enter a 4-year program within one year; only **9** complete their bachelor's degree within **6** years.

Postsecondary Education Opportunity;
www.postsecondary.org

Sources:

¹Georgetown University Center on Education and the Workforce, 2009

² National Center for Educational Statistics, 2003

³U.S. National Center for Education Statistics, 2004

⁴U.S. Census Bureau, 2008 American Community Survey

Move On When Ready Core Principles

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The Move On When Ready Strategy Provides a new performance-based pathway to high school graduation through the Grand Canyon High School Diploma. (Arizona Revised Statutes Title 15, Chapter 7, Article 6) and is designed to:

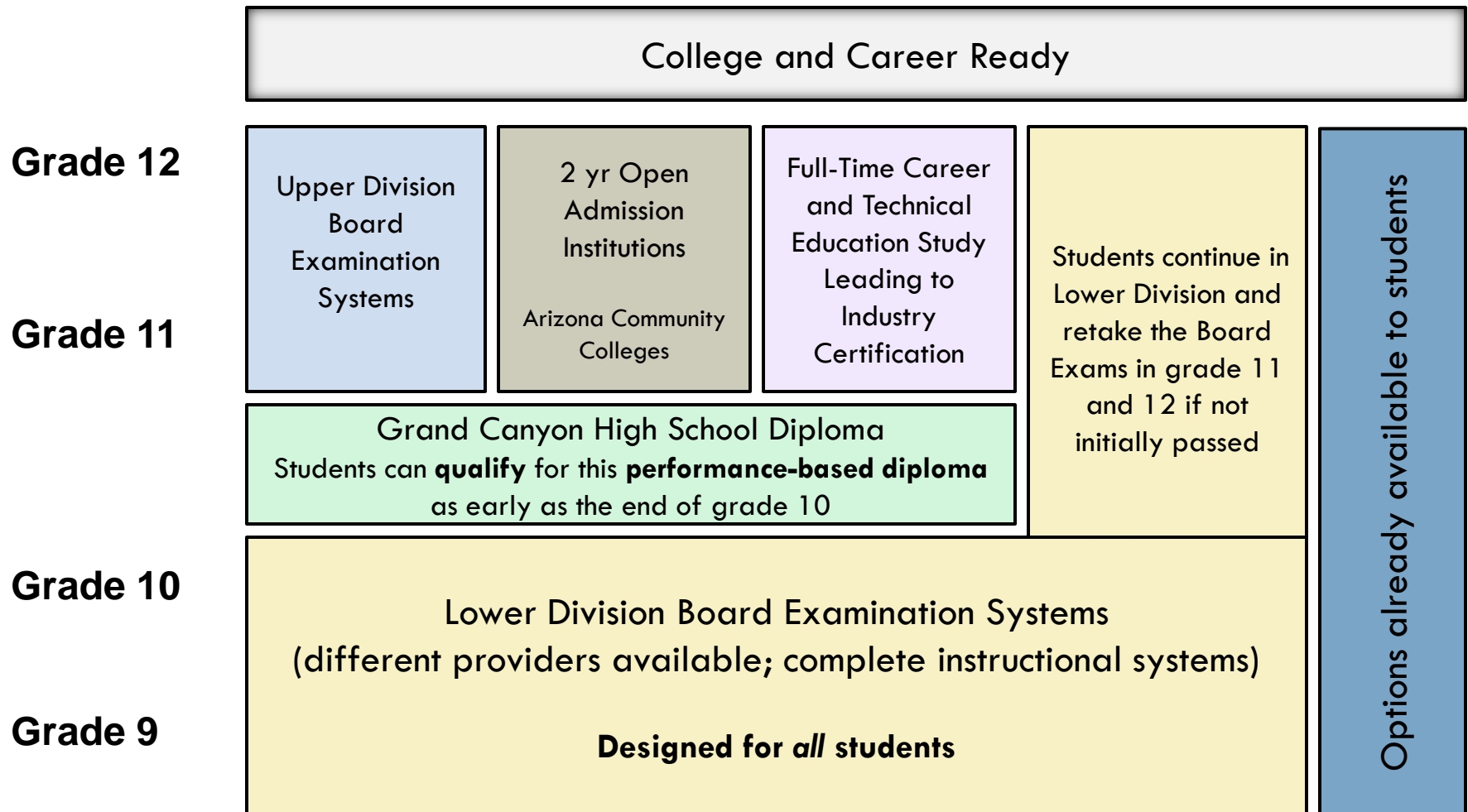
- Clearly identify for all students what we want them to know and provide a way for them to get there, with less worry about how long it takes.
- Move away from a “one-size-fits-all” industrial-era system to one that is adaptive to individual student interests and needs.
- Bring proven complete instructional systems aligned to national and internationally benchmarked standards to Arizona high schools, moving us towards outcomes-based learning and away from time-based learning.
- Greatly increase the number of high school students who leave high school ready to do college-level work without remediation, opening up multiple pathways for them.

The Arizona Move On When Ready Model: Key Components

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- Implementation of a Board Examination System, such as Cambridge International Examinations or ACT QualityCore, in ninth and tenth grades.
- Offering multiple pathway options, including the Grand Canyon High School Diploma approved by the Legislature in 2010.
- A commitment to an outcomes-based education model that is designed to improve educational success for all students.

The Move On When Ready Strategy in Practice



* Board Examination Systems are complete instructional systems designed for all students that comprise a core academic program; systems include syllabi, instructional materials, exams aligned to the curriculum, and teacher professional development.

The Arizona Move On When Ready Model: A Few Important Points

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- Not intended to pack four years of high school into two years; offers instead a rigorous curriculum to prepare students for success in postsecondary educational pursuits.
- High expectations academic program accessible to all students. Move On When Ready is not an elite program.
- Emphasis is on the “**READY**” aspect of Move On When Ready.
- Voluntary program for interested schools. No present options open to students for high school study are closed by the passage of the Move On When Ready legislation.
- Students become “diploma eligible” – are not required to graduate early.
- Requires collaboration across the P-20 educational pipeline.

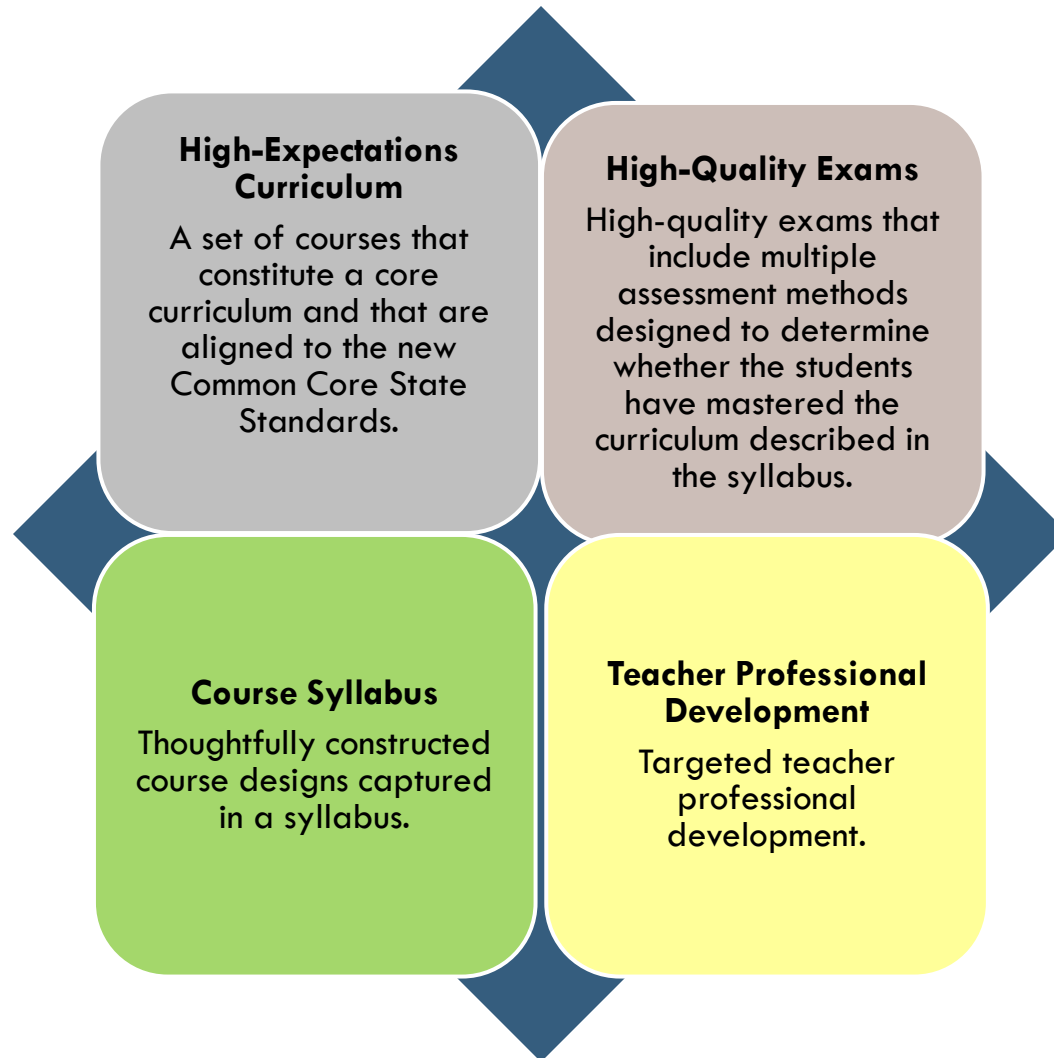
A Commitment to All Students: The Whole-School Move On When Ready Strategy

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- Designed to ensure **all** students master the knowledge and skills needed to be prepared for, and succeed in, postsecondary studies without remediation.
- Schools adopting Move On When Ready as a whole-school strategy will make a bold commitment to ensure **every** student participates in a rigorous, curriculum-driven program of study guided by national and international college- and career-readiness standards.
- The Center for the Future of Arizona is intentionally working with early adopter schools to develop a planning and implementation approach for the whole-school Move On When Ready strategy.

Board Examination Systems: Complete Instructional Systems Designed for All Students

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Board Examination System Providers

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Lower Division Program

The purpose of the lower division program (grades 9 and 10) is to create a very solid core curriculum for all high school students.

Providers approved by the Arizona State Board of Education Include:

- ACT QualityCore
- Cambridge International Examinations - General Certificate of Secondary Education (IGCSE)

Upper Division Program

Students who take an upper division Board Examination System program (grades 11 and 12) would typically do so to prepare for admission to a selective college and continue with a rigorous core course of study.

Providers approved by the Arizona State Board of Education Include:

- ACT QualityCore (upper level)
- Cambridge International Examinations - Advanced International Certificate program (AICE)
- College Board Advanced Placement
- International Baccalaureate

The Arizona Move On When Ready Model – Grand Canyon High School Diploma

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- Achievement of a Grand Canyon High School Diploma will signify that students are college and career ready – defined as having the English and mathematics skills and knowledge needed to succeed in college level courses at open admissions postsecondary institutions that count toward a degree or certificate without taking remedial or developmental coursework. (*Arizona Revised Statutes Title 15, Chapter 7, Article 6*)
- Schools offering a Grand Canyon High School Diploma must implement an approved Board Examination System, such as Cambridge International Examinations or ACT QualityCore, in ninth and tenth grades.
- Students become eligible for the Grand Canyon High School Diploma by passing a series of Board Examinations.

Grand Canyon High School Diploma

Minimum Graduation Requirements*

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- Two BES** credits of English
- Two BES credits of mathematics
- Two BES credits of science, including lab-based science, engineering or information technologies
- One BES credit of World History
- One BES credit of American History
- One BES credit of fine arts or career and technical education and vocational education; and
- One half-credit of economics (may be a local offering)

*Adopted in Rule by the Arizona State Board of Education on 1/24/2011

**BES stands for Board Examination System

The Arizona Move On When Ready Funding Model

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- The school district or charter school from which a student earns a Grand Canyon High School Diploma shall continue to receive per pupil funding until that student would have otherwise graduated at the end of grade 12 as long as that student is enrolled in approved postsecondary study.
- The school district or charter school retains 80% of the ADM, and gives the remaining 20% of the ADM to the community college district to essentially reimburse the community college for the amount of operating full-time student equivalency monies (average) that the community college district is entitled to receive. This only applies if students are enrolled as full-time community college students.
- The ADM retained by the school district or charter is divided between the district (for M&O, including capital) and the school site. The portion retained by the school is used to provide student and teacher incentives and support for struggling students, and to offset costs associated with the program.
- Students who pursue the full-time community college option are responsible for their own tuition.
- If student instruction for full-time career and technical education programs (for participating Move On When Ready students) is provided by JTEDs, then the ADM is 1.25.

The Arizona Move On When Ready Initiative: Part of a Larger National Effort

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- Partnering States: Connecticut, Kentucky, Maine, New Mexico, Mississippi and New York.
- National Partner: National Center on Education and the Economy (NCEE).
- Benefits to Arizona: Technical assistance, negotiated rates with Board Examination System Providers, and the NCEE longitudinal study on Board Examination Systems led by the University of Michigan Institute for Social Research.

A Closer Look at the Initiative – Current Status and Next Steps



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The Arizona Move On When Ready Initiative: Milestones

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- ✓ The Arizona State Board of Education selected the Center for the Future of Arizona to lead the Move On When Ready Initiative – September, 2010. All interested schools must contact and work with the Center for the Future of Arizona to participate as a Move On When Ready early adopter.
- ✓ Announcement of Board Examination System provider courses, products, services, and prices – NCEE Consortium on Board Examination Systems – January, 2011
- ✓ Determination of the Arizona Grand Canyon High School Diploma Requirements by the Arizona State Board of Education - January, 2011
- ✓ Move On When Ready legislation (SB 1451 - trailer bill for purposes of clarification) – Center for the Future of Arizona – signed by Governor Brewer on April 24, 2011
- ✓ Recruitment of fall 2011 early adopter schools - Center for the Future of Arizona

Arizona Early Adopter Schools: Fall 2011 / Fall 2012

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- A number of schools (approximately 15) from across Arizona are participating as early adopters of Move On When Ready. These schools are committing to the following:
 - Offer a complete lower division Board Examination System in a high school to grade 9 students (minimum of 30% student participation rate) – including assessments.
 - Ensure teachers participate in professional development offered by the Board Examination System provider.
 - Offer an upper division Board Examination System.
 - Participate in the NCEE longitudinal study led by the University of Michigan.
 - Make the Grand Canyon H.S. Diploma available to those students who qualify and wish to pursue that option.

The Move On When Ready Learning Collaborative

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- The Center for the Future of Arizona (CFA) has established the Move On When Ready Learning Collaborative - a knowledge-sharing network facilitated by CFA.
 - Intended to enable communication and collaboration across early adopter schools.
 - Will assist CFA in documenting activities and innovations taking place in various school sites that can help the Center expand the knowledge base regarding what promotes or hinders the planning and implementation process.
 - Plan is to meet monthly – topics identified by schools.

The Arizona Move On When Ready Initiative: Next Steps

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- Cambridge BES Training
 - Yuma - Gila Ridge High School (April 28-30)
 - Phoenix - Central High School (May 2-4)
- Establishing college-readiness criteria on each of the Board Examinations - the “cut scores” will reflect the best empirical data on the actual literacy and numeracy requirements of the initial credit-bearing courses in open-admissions postsecondary institutions that count towards a degree or certificate.
 - A technical advisory committee established by the National Center on Education and the Economy is conducting this work. These recommended scores will be examined in Arizona in collaboration with community colleges, and then brought before the State Board of Education for consideration and approval.
- Recruiting fall 2012 early adopter schools
- Continuing to build Arizona Move On When Ready implementation models in collaboration with partner district and charter schools, JTEDs, community colleges, and universities

How You Can Participate

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Communication/Outreach

- Let us know who else we should reach out to.
- Join our distribution list.
- Send us your ideas and suggestions.

Early Adopter Schools

- Help us identify schools that are interested in implementing Move On When Ready.
 - Schools should contact the Center for the Future of Arizona.
 - Opportunity to attend information sessions.
 - Schools will work directly with the Center for the Future of Arizona to participate as an early adopter – letter of interest and implementation plan required by the Arizona State Board of Education.

Discussion – Q&A



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Thank You!

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www.arizonafuture.org

ADDITIONAL SLIDES - REFERENCE



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The Grand Canyon High School Diploma – As Defined in Arizona State Statute

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"Grand Canyon diploma" means a high school diploma that is offered to any student who demonstrates readiness for college level mathematics and English according to standards prescribed by an interstate compact on board examination systems, who has passing grades on an additional set of required approved board examinations in core academic courses as determined by the state board of education, including the arts, history and science, and who successfully completes a course in economics. A.R.S. § 15-792.01

"Readiness for college level mathematics and English" means that a student has the English and mathematics skills and knowledge needed to succeed in college level courses that count toward a degree or certificate without taking remedial or developmental coursework. A.R.S. § 15-792.01

Pupils who earn a Grand Canyon Diploma are entitled to all the rights and privileges of a person who graduates with a high school diploma issued pursuant to this section, including access to postsecondary scholarships and other forms of student financial aid and access to all forms of postsecondary education. A.R.S. § 15-701.01(L)

Highly Qualified Teacher Status

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Teachers will need to meet highly qualified teacher status for the core academic courses they are teaching through passage of the AEPA subject knowledge test, an advanced degree in the core academic subject, a major or 24 hours in the core academic subject area or Highly Qualified Teacher Reciprocity.

This should be straight forward in all subject areas with the possible exception of coordinated science offered through Cambridge.

- For schools offering Cambridge coordinated science, ADE (Patty Hardy and her staff) are willing to assist HR Directors in evaluating transcripts for general science.
- In district schools, the teachers will most likely need to have the approved area of general science added to their teaching certificate in order to be appropriately certified. (The addition of the approved area of general science is a much easier pathway than passing the AEPA exam in three content areas of biology, physics and chemistry.)

AIMS Implications

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- Students participating in board examination systems must still take AIMS

“Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of the State and of each local educational agency and school in the State....”

*Such assessments shall “**be the same academic assessments used to measure the achievement of all children;**”*

- 20 USC 6311. State Plans

Critical Partners in the Move On When Ready Initiative



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Role of the Arizona State Board of Education

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- Contracted with the Center for the Future of Arizona (“private organization”) on a no-fee basis to operate and administer the Move On When Ready Initiative/Board Examination Systems.
- Adopted rules in January 2011 to operationalize the “Move on When Ready” initiative.
- Approved Board Examination Systems for use in Arizona at the lower and upper division.
- Approved the criteria for the Grand Canyon High School Diploma.
- Will determine what modifications, if any, are necessary to calculate AZ LEARNS achievement profiles.

Role of the Center for the Future of Arizona

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- Exercise general supervision over the implementation of the approved board examination systems in this state for the duration of the five-year contract.
- Maintain communications with the State Board of Education and Arizona Department of Education.
- Collaborate with the National Center on Education and the Economy to secure necessary technical assistance.
- Support the Arizona representatives on the Board Examination Systems Consortium Advisory Council.
- Identify early adopter schools and work with them to ensure smooth implementation of Move On When Ready.

Role of the National Center on Education and the Economy

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- The National Center on Education and the Economy (NCEE) is the 501(c)(3) not-for-profit organization that is staffing, managing, piloting, and evaluating Board Examination Systems in participating US states, districts, and schools.
- The project to pilot and evaluate board examination systems in the US includes the Board Examination Systems Consortium Advisory Council, a Technical Advisory Committee and a Higher Education Task Force.
- NCEE is completing substantial technical work. This includes:
 - Certifying the Board Examination System providers. (*completed*)
 - Recommending to the states, in collaboration with the State Consortium on Board Examination Systems Advisory Council, the program of study required for students to earn a diploma under the program (Grand Canyon H.S. Diploma in the case of Arizona). (*completed*)
 - Setting the recommended pass points on the English and mathematics examinations to an empirically determined college-ready standard.
 - Developing the research and evaluation plan that will be led by the University of Michigan's Institute for Social Research (ISR).
 - Assessing the reliability and validity of the exams.

Role of the Board Examination System Providers

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- Contract directly with early adopter schools.
- Provide the Board Examination System - curriculum, professional development, and assessments.
- Ensure all Board Examination System mathematics and English courses offered are compatible with the Common Core State Standards (no later than the start of the 2012-2013 academic year).
- Serve as primary resource to all early adopter schools for anything specifically related to the Board Examination System.

AIMS Implications (Continued)

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- Board Exams will be aligned to the Common Core State Standards
- High stakes requirement remains, but students can satisfy that requirement by either passing AIMS or the applicable board exams

“For the purpose of satisfying the graduation requirements...a score as determined by the State Board of Education on a Board Examination prescribed in Article 6 of this chapter may be substituted for passing scores on the Arizona Instrument to Measure Standards test if a pupil who is in grade twelve has previously taken the Board Examination and has not achieved the minimum score required to earn a Grand Canyon Diploma.”

- A.R.S. § 15-701.01 (A)(3)

ADDITIONAL SLIDES – BOARD EXAMINATION SYSTEMS



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Breadth of Assessment

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Focus:

- Knowledge
- Understanding
- Application
- Skills

Assessment Methodology of Many Board Exam Providers:

- Essays & Short Answers
- Projects/Investigations
- Lab Practicums/Orals
- Multiple Choice

Example: Assessment Objectives for Biology

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- Knowledge with understanding (50% - not more than 25% recall)
- Handling information and problem solving (30%)
- Experimental skills and investigation (20%)

2 Fig. 2.1 shows a flower of a dicotyledon that is insect pollinated.

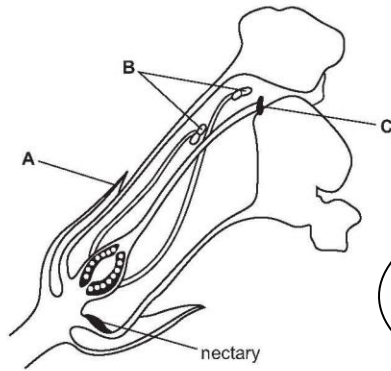


Fig. 2.1

(a) Name parts A and B, shown on Fig. 2.1.

A
B [2]

(b) State the function of part C.

.....
..... [1]

(c) Explain how the flower shown in Fig. 2.1 is adapted for insect pollination. In your answer refer **only to features that are visible in Fig 2.1**.

.....
.....
..... [3]

Recalling
knowledge

Abstracting
appropriate
knowledge

2

(d) Complete Table 2.1 by placing a tick (✓) in the boxes to show which processes happen during the reproduction of flowering plants and which happen during the reproduction of humans.

Table 2.1

process	flowering plants	humans
fertilisation		
germination		
implantation		
pollination		
sexual intercourse		

[2]

(e) (i) While visiting a new region of forest a student found an unknown plant.

Hanging from it were some structures with bright red outer coverings.

These contained some soft fleshy tissue. In this tissue were many seeds with hard outer coats.

Suggest, with reasons, how these seeds might be dispersed.

method of dispersal

reasons

..... [3]

(ii) Suggest which conditions in the forest would allow these seeds to germinate and grow into young plants.

.....
.....
..... [3]

Applying
knowledge
in a novel
context

[Total: 14]